## HARLEYVILLE-RIDGEVILLE ELEMENTARY 1650 East Main Street Dorchester, South Carolina 29437 PK-5 Elementary School GRADES 437 Students ENROLLMENT Dr. Morris Ravenell 843-462-7671 PRINCIPAL SUPERINTENDENT Renee Mathews 843-563-4535 Dr. James Hodges 843-563-4535 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: AVERAGE Absolute Ratings of Elementary Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 4 16 70 37 2 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

#### PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress	
2001	Below Average	Below Average	N/A	
2002	Below Average	Unsatisfactory	N/A	
2003	Average	Unsatisfactory	No	
2004	Average	Unsatisfactory	Yes	

#### DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- •Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

# PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

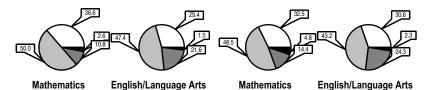
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.3%

### PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

**Elementary Schools with Students like Ours** 



#### **Definition of Critical Terms**

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Met standards; minimally prepared, can go to next grade level

Below Basic Did not meet standards; must have an academic assistance plan; the local

board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP									
	Enrollment 1st Day of To	/	/ %	1	/ °`	/	% Proficient and	Performance Objectives 1	Participation Objective
All Students	sh/Langua 212	ge Arts - 8	State Peri 27.3	ormance 48.5	Objective 22.2		38.1	Vee	Vac
Gender	212	97.6	21.3	48.5	22.2	2.1	38.1	Yes	Yes
Male	98	96.9	34.8	46.1	16.9	2.2	27.0		
Female	114	98.3	21.0	50.5	26.7	1.9	47.6		
Racial/Ethnic Group	114	30.3	21.0	30.3	20.7	1.5	47.0		
White	45	100.0	17.9	51.3	30.8	0.0	46.2	I/S	I/S
African-American	148	98.0	30.4	48.6	20.3	0.7	34.8	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	10	100.0	30.0	40.0	20.0	10.0	40.0	I/S	I/S
Disability Status									
Not disabled	186	98.4	25.3	48.8	24.1	1.8	41.8		
Disabled	26	92.3	41.7	45.8	8.3	4.2	12.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	212	97.6	27.3	48.5	22.2	2.1	38.1		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	208	98.6	27.1	48.4	22.4	2.1	38.5		
Socio-Economic Status									
Subsidized meals	175	97.1	29.3	50.0	18.9	1.8	33.5	Yes	Yes
Full-pay meals	36	100.0	16.7	40.0	40.0	3.3	63.3		

N	Mathematics - State Performance Objective = 15.5%									
All Students	212	99.1	37.6	49.2	10.7	2.5	24.9	Yes	Yes	
Gender										
Male	98	99.0	42.9	45.1	9.9	2.2	20.9			
Female	114	99.1	33.0	52.8	11.3	2.8	28.3			
Racial/Ethnic Group										
White	45	100.0	25.6	56.4	12.8	5.1	33.3	I/S	I/S	
African-American	148	98.7	41.0	51.8	7.2	0.0	19.4	Yes	Yes	
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S	
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	
American Indian/Alaskan	10	100.0	30.0	20.0	40.0	10.0	50.0	I/S	I/S	
Disability Status										
Not disabled	186	99.5	32.6	52.9	11.6	2.9	26.7			
Disabled	26	96.2	72.0	24.0	4.0	0.0	12.0	I/S	I/S	
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Non-migrant	212	99.1	37.6	49.2	10.7	2.5	24.9			
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	
Non-Limited English Proficient	208	99.0	36.8	49.7	10.9	2.6	25.4			
Socio-Economic Status										
Subsidized meals	175	98.9	38.3	49.7	9.6	2.4	23.4	Yes	Yes	
Full-pay meals	36	100.0	33.3	46.7	16.7	3.3	33.3			

### DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

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	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
	7	/ Englis	/	/ age Δrts			%
Grade 3	60	98.3	21.1	54.4	22.8	1.8	24.6
Grade 4	67	100.0	39.3	39.3	19.7	1.6	21.3
Grade 5	94	100.0	51.7	43.8	4.5	N/A	4.5
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
A Cuada 2	70	00.0	40.0	45.0	047	4.0	20.7
Grade 3 Grade 4	78 60	96.2 100.0	16.0 30.0	45.3 50.0	34.7 20.0	4.0 N/A	38.7 20.0
Grade 4	74	97.3	34.7	55.6	9.7	N/A	9.7
Grade 6	N/A	97.3 N/A	N/A	N/A	N/A	N/A	9.7 N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	ı	ı		l	l	l	<u>'</u>
			<u>Mathemat</u>				
Grade 3	60	100.0	12.3	61.4	22.8	3.5	26.3
Grade 4	67	100.0	36.1	47.5	11.5	4.9	16.4
Grade 5	94	100.0	34.8	50.6	13.5	1.1	14.6
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	78	97.4	23.7	63.2	10.5	2.6	13.2
Grade 4	60	100.0	31.7	48.3	15.0	5.0	20.0
Grade 5	74	100.0	55.4	35.1	8.1	1.4	9.5
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE				
	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 437)			LIKE GUIS	
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.4%	Down from 5.4%	3.9%	2.7%
Attendance rate Students with disabilities other than speech taking PACT (ELA) off grade level	99.9% 3.9%	Up from 94.7%	96.3% 7.1%	96.4% 4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%		5.3%	3.5%
Eligible for gifted and talented	5.0%	Down from 6.2%	5.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.0%	Up from 4.1%	8.0%	8.2%
Older than usual for grade	1.6%	Down from 2.2%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	66.7%	Up from 30.2%	48.5%	51.4%
Continuing contract teachers	94.9%	Up from 86.0%	81.8%	87.5%
Highly qualified teachers**	91.9%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	5.4%		3.0%	0.0%
Teachers returning from previous year	87.5%	Up from 84.6%	83.8%	86.7%
Teacher attendance rate	93.0%	Up from 92.5%	94.8%	94.9%
Average teacher salary Prof. development days/teacher	\$40,583 13.5 days	Up 6.8% Down from 20.2 days	\$39,915 s 13.4 days	\$40,760 12.4 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 16.6 to 1	17.2 to 1	18.9 to 1
Prime instructional time	91.2%	Up from 86.2%	89.3%	90.0%
Dollars spent per pupil*	\$8,029	Up 8.3%	\$6,616	\$6,044
Percent of expenditures for teacher salaries*	64.0%	Down from 66.2%	64.2%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	91.2%	Up from 77.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program  * Prior year audited financial data are reported.	Excellent	N/A Our District	Good	Good
Highly qualified togethers in law powers	achaola**	N/A		
Highly qualified teachers in low poverty				2.0%
Highly qualified teachers in high poverty	y schools**	91.9%		1.1%
Highly avalified to achors in this sales alt	*	State Objectiv		te Objective
Highly qualified teachers in this school*		65.0%		Yes
Student attendance in this school  **NOTE: The verification process was not completed		95.3%		Yes

<sup>\*</sup>NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

#### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The staff and faculty of Harleyville-Ridgeville Elementary are committed to providing a quality education for all of our students. We have a very dedicated, energetic, and hard working staff whose number one goal is academic excellence. The staff delivers a quality curriculum in a nurturing, caring environment.

To accomplish our goal of academic excellence, the school holds high expectations for all students and delivers a number of quality, research-based programs: Cunningham 4-blocks Language Arts program, Harcourt Brace Math, Reading Recovery, Accelerated Reader, South Carolina Reading Initiative, and CCC Computer Lab.

Our staff continuously takes steps to improve their teaching skills and to improve our total school program. We have a number of teachers who are currently pursuing their Master's degree in education. HRE is also one of seven schools in the state of South Carolina that is working on a school improvement plan with the National Blue Ribbons Schools of Excellence Blueprint for Success Program. Through this partnership, we reap the benefits of national research into best educational practices. This past year HRE was also a recipient of the highly competitive Reading First Grant. The school will receive \$1,000,000.00 over the next four years to assist students in grades K-3 in reading. HRE was also one of only sixteen schools in the state to receive a Math Coach for the 2003-04. The school was selected to continue the program for the 2004-05 school year.

Additional services are provided to students through school programs: Homework Center, Academic Assistance Program, Earth Force Science Program and Tutoring.

Through the hard work and dedication of the HRE Staff, students, parents, and community, our 2002-2003 test scores indicated that the number of students scoring Proficient or Advanced increased significantly in both Reading and Mathematics. At the time of this report (Summer 2004) I have not received the scores for this year. However I will state that our goal for 2004-2005 will be to continue on the path to increase the number of students that score Proficient or Advanced on the State PACT Test.

We feel that parents are vital to our success and encourage you to be an active participant in your child's education. Parents are kept well informed through weekly updates from teachers, monthly school newsletters, and individual parent conferences. Parents are also encouraged to participate in our monthly parenting program, volunteer program, PTA and School Improvement Council. Please come join us and be a part of our improvement process. Together We Are Making a Difference!

Randy Eads

	Teachers	Students*	Parents*					
Number of surveys returned	35	65	27					
Percent satisfied with learning environment	82.9%	84.4%	85.2%					
Percent satisfied with social and physical environment	71.4%	85.9%	92.6%					
Percent satisfied with home-school relations	26.5%	79.7%	84.6%					
*Only students at the highest elementary school grade level at this school and th	eir narents were in	ncluded						

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS